

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: Midland Park Elementary

District: Charleston County School District

Principal: Robert Candillo

Superintendent: Nancy McGinley

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP)**

## **2008–09 School Year of Implementation**

### **Rationale**

The mission of Midland Park Elementary School is that we will help each child reach his or her potential and prepare him or her for future experiences by creating a safe, nurturing environment that requires high expectations, parent and community involvement, and a positive attitude, free from excuses.

Midland Park Elementary School (MPES) is located in North Charleston, South Carolina and currently has an enrollment of 713 students in Child Development (CD) through fifth grade, 45% of whom are Hispanic, 40% African American, and 15% Caucasian and other. Of these groups, there is a serious need to address the achievement gap in the following areas: African-American males in English Language Arts (ELA) and Mathematics, Hispanic students in ELA, and all free and reduced students in both ELA and Mathematics. Fifteen point seven percent 15.7% of the students scored proficient or advanced on the spring 2007 English Language Arts Palmetto Achievement Challenge Test (PACT) and 14.1% of the students scored proficient or advanced on the Spring 2007 Math Palmetto Achievement Challenge Test (PACT).

Midland Park Elementary School is a Title 1 school with 91.7% of students on free/reduced lunch. Charleston County School District has provided students enrolled at Midland Park Elementary the option to remain at the school and receive free tutoring. In November, more students requested free tutoring than funds were available for services, therefore, priority was given to free or reduced lunch students who are the lowest achieving based on 2007 PACT scores. At this time, Charleston County School District (CCSD) is offering the students enrolled at Midland Park Elementary School the opportunity to request a transfer to another CCSD school in good standing.

Charleston County School District is addressing the problem of low achievement at Midland Park by providing Title I School Improvement Technical Assistance and providing technology workshops for teachers to improve their use of technology in instruction. Training continues to be provided on strategies to use in the classroom with low performing students. The Charleston Plan for Excellence includes the Coherent Curriculum, Measures of Academic Progress (MAP), and inclusive practices. Title I schools will be offered several training sessions during the summer on topics related to increasing student achievement in Title I schools. The district also provided a new Literacy Framework implemented during the last school year to support and enhance the Coherent Curriculum.

Midland Park Elementary School is addressing the problem of low student achievement through technology by increasing the student use and weekly administrative monitoring of the SuccessMaker skills-based computer program in reading and mathematics. Midland Park Elementary has also implemented the Academy of Reading (AOR) computer program for identified students. These students are chosen for the Academy of Reading (AOR) computer program based on Palmetto Achievement Challenge Test (PACT) scores. This year we have also purchased the Accelerated Reader Enterprise program, providing our teachers with over 100,000 tests, quizzes, and vocabulary games to engage students in reading and enhance comprehension skills.

Attendance is a unique challenge for Midland Park Elementary. Due to the number of Hispanic families in our school, compulsory attendance requirements are new to many of these families. Our Average Daily Attendance for the prior school year was 95.3%, placing us at 0.6% below the average of similar schools, as reported on the 2007 State Report Card.

With the significant Hispanic population at Midland Park Elementary, the English for Speakers of Other Languages (ESOL) program is executed with four full time ESOL (English for Speakers of Other Languages) teachers. The adopted model of delivery is a combination of 50% push-in, or inclusion, and 50% pull out small group instruction, based on the identified level of the

students. In order to address our increasingly diverse language population, we have retained a translator on staff. She assists in the office with written communications, and during parent meetings with teachers.

Continued professional development opportunities for teachers are offered throughout the school year. Teachers meet weekly with teacher coaches in Teacher Curriculum Team (TCT) meetings to discuss the Coherent Curriculum and instructional practices and analyze data such as common assessments, Measures of Academic Progress (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Teachers are assisted with setting Strategic Measurable Attainable Results-oriented Time Bound (SMART) goals and developing and refining instructional calendars. Teachers are continually implementing new strategies in curriculum and instruction such as, Pat Cunningham's 4-Blocks Model and Increasing Rigor and Relevance. Teachers are provided with many opportunities during the school year to meet and discuss curriculum and instructional strategies with other area schools during Triad Meetings. Some book studies we are completing during the 2007-2008 school year include *The Morning Meeting Book*, *Classroom Strategies that Work for ESOL Students*, and other published articles that address topics such as working with ELL children and strategies for working with minority populations. Charleston County School District's focus is on writing instruction with the 6+1 Traits method.

Midland Park Elementary School is a data driven school. Data gained from Dynamic Indicators of Basic Early Literacy (DIBELS), Measures of Academic Progress (MAP), and teacher-created common assessments during Teacher Curriculum Team meetings is used to make sound instructional decisions for each individual student. We are continuing our Help One Student to Succeed (HOSTS) program. This program provides one-on-one mentors for children who need additional reading tutorial service. We have also added a full-time Science Teacher who integrates science, math, and writing. Finally, we have a full-time Parent Educator on staff serving as a liaison between parents and the school.

Parental involvement is encouraged through monthly Parent Teacher Association (PTA) meetings, School Improvement Council (SIC) meetings, Family Math Nights, Family Literacy Nights, Science, Math, and Related Technologies (SMART) nights, and Math Bowls. Weekly folders (Wednesday Folders) are sent home to parents throughout the school, which contain academic and behavior information along with information from the school. A school calendar is sent home in the beginning of the school year with all listed events occurring at school that might be of interest or informative. Parents are encouraged to volunteer for a variety of jobs within the school. Academic Assistance Plan conferences are held three times during the school year for those students identified. Parents are asked to complete a survey about their needs and interests as parents. Parents are encouraged to set up parent/teacher conferences, read the weekly Parent Reminders, and review the papers/information that comes home every Wednesday in the Home-School Communication folder. All information is sent home in English and in Spanish for our English Speakers of Other Languages (ESOL) students.

Parents of the five, full-day Child Development and six, full-day kindergarten students are invited at least twice a year to parent-teacher conferences. Home visits are made by the Child Development (CD) teachers and teacher assistants. Kindergarten parents are given information about their child's progress, South Carolina Curriculum Standards, and the SCRAPI instrument/reporting document.

## PACT Achievement Data Charts

### PACT: English-Language Arts *(percentage of students)*

<i>Grade</i>	<b><i>Below Basic</i></b>			<b><i>Basic</i></b>			<b><i>Proficient</i></b>			<b><i>Advanced</i></b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	25.4	25.4	37.5	44.4	36.5	38.8	30.2	31.7	23.8	0.0	6.3	0.0
<b>4</b>	37.7	33.3	47.2	47.8	56.7	37.7	14.5	10.0	15.1	0.0	0.0	0.0
<b>5</b>	41.6	37.0	43.1	50.6	58.0	51.7	7.8	4.9	5.2	0.0	0.0	0.0

### PACT: Mathematics *(percentage of students)*

<i>Grade</i>	<b><i>Below Basic</i></b>			<b><i>Basic</i></b>			<b><i>Proficient</i></b>			<b><i>Advanced</i></b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	17.2	33.3	42.5	62.5	42.4	46.3	17.2	13.6	6.3	3.1	10.6	5.0
<b>4</b>	43.7	31.7	52.8	35.2	45.0	30.2	15.5	16.7	13.2	5.6	6.7	3.8
<b>5</b>	26.6	39.8	20.7	46.8	44.6	63.8	20.3	10.8	10.3	6.3	4.8	5.2

## **PACT DATA BY SUBGROUPS**

### **PACT: English-Language Arts (ELA)** **Percentage of students scoring Below Basic and Basic**

	<u>White Students</u>			<u>African-American Students</u>			<u>Hispanic Students</u>			<u>Low Economic Status</u> (free/reduced lunch)			<u>Limited English Proficiency</u>		
<b><u>Grade</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>
<b><u>3</u></b>	<u>61.1</u>	<u>46.2</u>	<u>53.4</u>	<u>67.9</u>	<u>62.9</u>	<u>76.3</u>	<u>81.2</u>	<u>73.4</u>	<u>78.7</u>	<u>69.2</u>	<u>63.7</u>	<u>73.4</u>	<u>80.0</u>	<u>73.4</u>	<u>87.5</u>
<b><u>4</u></b>	<u>86.7</u>	<u>93.8</u>	<u>80.0</u>	<u>80.5</u>	<u>88.4</u>	<u>89.2</u>	<u>100.0</u>	<u>87.5</u>	<u>87.6</u>	<u>86.9</u>	<u>90.4</u>	<u>86.7</u>	<u>100.0</u>	<u>86.6</u>	<u>85.7</u>
<b><u>5</u></b>	<u>91.3</u>	<u>83.3</u>	<u>94.7</u>	<u>93.8</u>	<u>97.8</u>	<u>96.5</u>	<u>90.9</u>	<u>100.0</u>	<u>92.8</u>	<u>94.0</u>	<u>97.3</u>	<u>96.5</u>	<u>89.5</u>	<u>100.0</u>	<u>90.9</u>

### **PACT: Mathematics** **Percentage of students scoring Below Basic and Basic**

	<u>White Students</u>			<u>African-American Students</u>			<u>Hispanic Students</u>			<u>Low Economic Status</u> (free/reduced lunch)			<u>Limited English Proficiency</u>		
<b><u>Grade</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>
<b><u>3</u></b>	<u>72.2</u>	<u>61.6</u>	<u>73.3</u>	<u>78.6</u>	<u>77.1</u>	<u>90.4</u>	<u>88.3</u>	<u>83.4</u>	<u>91.8</u>	<u>82.7</u>	<u>77.2</u>	<u>88.5</u>	<u>87.6</u>	<u>I/S</u>	<u>96.4</u>
<b><u>4</u></b>	<u>60.0</u>	<u>56.3</u>	<u>50.0</u>	<u>80.5</u>	<u>88.9</u>	<u>92.1</u>	<u>92.9</u>	<u>81.3</u>	<u>90.5</u>	<u>82.5</u>	<u>79.2</u>	<u>86.3</u>	<u>92.9</u>	<u>I/S</u>	<u>89.5</u>
<b><u>5</u></b>	<u>69.6</u>	<u>88.9</u>	<u>84.2</u>	<u>81.9</u>	<u>82.7</u>	<u>96.7</u>	<u>79.2</u>	<u>88.9</u>	<u>71.4</u>	<u>73.5</u>	<u>85.5</u>	<u>86.2</u>	<u>85.7</u>	<u>I/S</u>	<u>63.6</u>

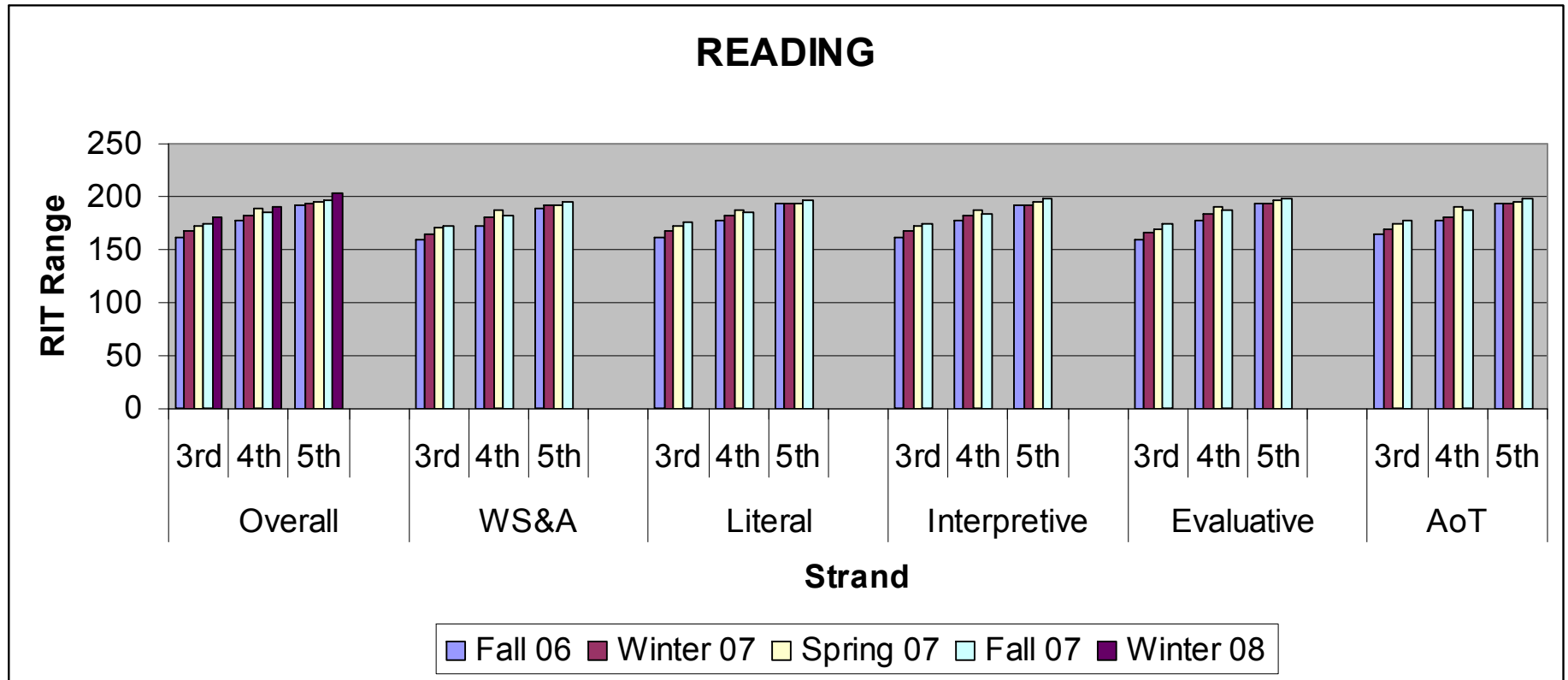
### Measures of Academic Progress (MAP) Data - Reading

<b>READING</b>		<b>Fall 06</b>	<b>Winter 07</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Winter 08</b>
<b>Overall</b>	<b>3rd</b>	<b>162</b>	<b>167</b>	<b>173</b>	<b>175</b>	<b>181</b>
	<b>4th</b>	<b>177</b>	<b>182</b>	<b>188</b>	<b>185</b>	<b>190</b>
	<b>5th</b>	<b>192</b>	<b>193</b>	<b>195</b>	<b>197</b>	<b>203</b>
<b>Word Study and Analysis</b>	<b>3rd</b>	159	165	171	172	
	<b>4th</b>	173	180	187	182	
	<b>5th</b>	188	192	192	195	
<b>Literal Comprehension</b>	<b>3rd</b>	161	168	173	176	
	<b>4th</b>	178	182	187	185	
	<b>5th</b>	193	194	194	196	
<b>Interpretive Comprehension</b>	<b>3rd</b>	162	167	173	175	
	<b>4th</b>	177	182	187	184	
	<b>5th</b>	192	192	195	198	
<b>Evaluative Comprehension</b>	<b>3rd</b>	160	166	170	175	
	<b>4th</b>	177	184	190	187	
	<b>5th</b>	194	194	196	199	
<b>Analysis of Text</b>	<b>3rd</b>	164	169	175	177	
	<b>4th</b>	178	181	190	187	
	<b>5th</b>	193	194	195	198	

\*Only overall reading data is available for winter 2008 at this time.

## Measures of Academic Progress (MAP) Data - Reading

\*Strand data for winter 2008 not yet available



**Measures of Academic Progress (MAP) Data – Mathematics**

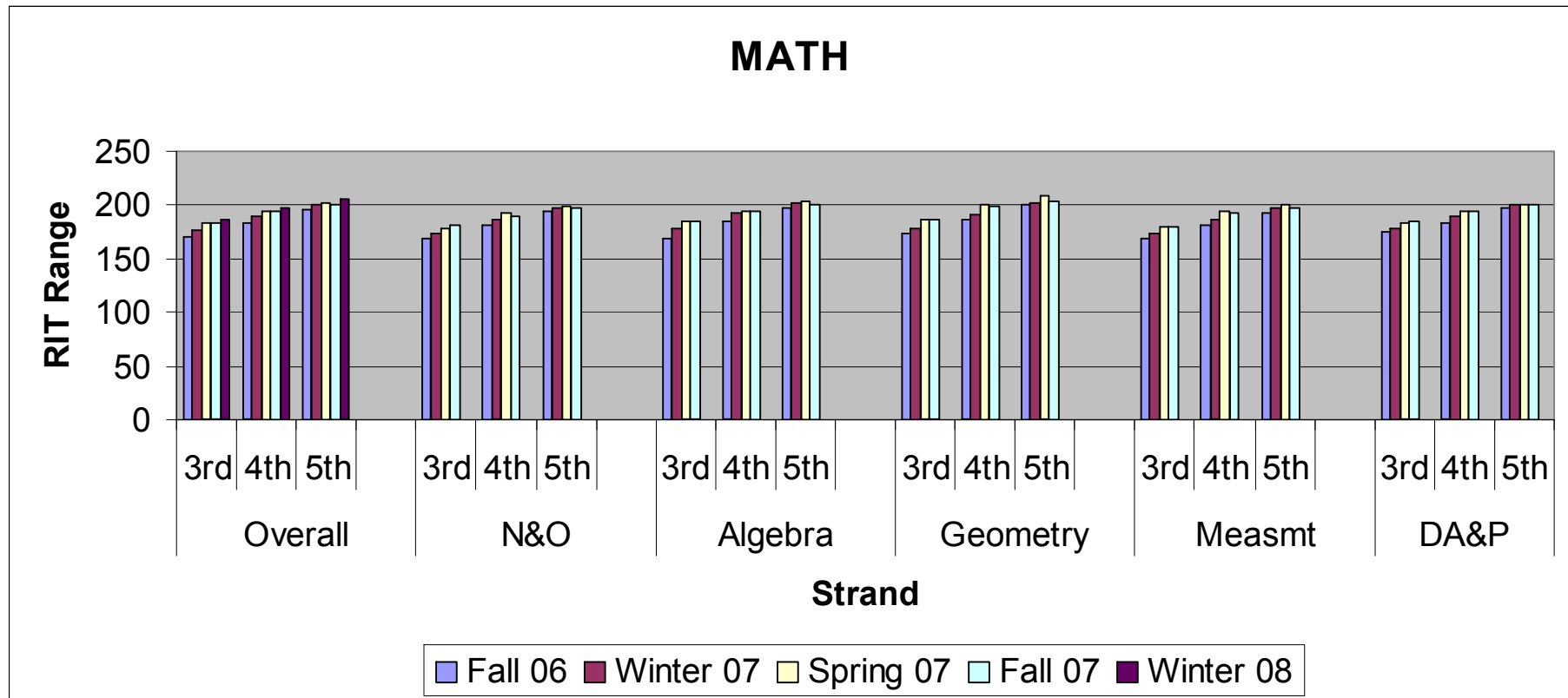
<b>MATH</b>		<b>Fall 06</b>	<b>Winter 07</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Winter 08</b>
<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>171</b>	<b>177</b>	<b>183</b>	<b>183</b>	<b>187</b>
	<b>4<sup>th</sup></b>	<b>183</b>	<b>189</b>	<b>195</b>	<b>194</b>	<b>198</b>
	<b>5<sup>th</sup></b>	<b>196</b>	<b>200</b>	<b>202</b>	<b>200</b>	<b>206</b>
<b>Numbers and Operations</b>	<b>3<sup>rd</sup></b>	168	174	179	181	
	<b>4<sup>th</sup></b>	182	187	192	190	
	<b>5<sup>th</sup></b>	194	198	199	197	
<b>Algebra</b>	<b>3<sup>rd</sup></b>	169	178	184	184	
	<b>4<sup>th</sup></b>	185	192	194	194	
	<b>5<sup>th</sup></b>	197	202	204	201	
<b>Geometry</b>	<b>3<sup>rd</sup></b>	174	179	187	186	
	<b>4<sup>th</sup></b>	187	191	201	199	
	<b>5<sup>th</sup></b>	200	203	208	204	
<b>Measurement</b>	<b>3<sup>rd</sup></b>	168	173	180	180	
	<b>4<sup>th</sup></b>	181	186	195	193	
	<b>5<sup>th</sup></b>	193	198	201	198	
<b>Data Analysis and Probability</b>	<b>3<sup>rd</sup></b>	175	179	183	184	
	<b>4<sup>th</sup></b>	183	189	194	194	
	<b>5<sup>th</sup></b>	197	200	201	200	

\*Only overall math data is available for winter 2008 at this time.



### **Measures of Academic Progress (MAP) Data - Mathematics**

\*Strand data for winter 2008 not yet available



### **English Language Development Assessment (ELDA) Test Scores for 2004-2007 School Years**

School Year	Reading	Listening	Writing	Speaking	Comprehension	Composite
<b>2004-05</b>	2.71	3.78	2.45	3.94	2.80	2.49
<b>2005-06</b>	2.76	3.28	2.62	4.18	2.76	2.52
<b>2006-07</b>	2.99	3.75	2.23	4.09	3.06	2.75

Scores stated in this table represent a 5.00 being "Most Proficient" and a 1.00 being "Least Proficient" with English language development.

## **Summary of Process Used to Arrive at Goals**

An ERT (External Review Team) was assigned to aid in the process of creating a Focus School Renewal Plan which sets goals that the school will accomplish by March of 2009. The Assistant Principal, Dianne Benton and Teacher Coach, Barbara Rabon, met in Columbia, South Carolina with Dr. Jane Pulling and Susan McHugh to discuss dates in which to observe classrooms and meet with the Extended Leadership Team (ELT).

On January 29, Dr. Jane Pulling and Mrs. Susan McHugh conducted observations of teachers and met with the Administrative Staff to discuss results. The following day, January 30, the Extended Leadership Team met as a group to review the process of setting school wide goals. The Extended Leadership Team includes the Administrative Team, Robert Candillo (Principal), Dianne Benton (Assistant Principal), Brian Agnew (Assistant Principal), Barbara Rabon (Teacher Coach), and Miriam White (Teacher Coach). The team also includes Team Leaders for each grade or area. These individuals included Katie Wagoner (CD), Iris Lewis (K), Melanie Brooks (1), Kathy Edlinski (2), Ashley Henson (3), Jennifer Primiano (4), Jami Holloway (5), Jeneane Grace (Special Education), Ann Bailes (ESOL ), and Cristy Crenshaw (Related Arts).

MAP (Measures of Academic Progress) data was reviewed and selected students were identified to receive additional support to gain the necessary points to move to next level on PACT. The calculator tool was used to identify numbers of students who needed to advance a level in order for the school to make "Expected Progress."

Small groups identified deficiencies within each grade level that needed to be addressed in order to achieve success at MPES. Each group then created SMART goals based on the deficiencies. From the list created, the ELT members agreed on four goals to implement beginning March of 2008 and to be met by March of 2009.

## **How School Goals Will Enable Midland Park to Meet Expected Progress**

Goal 1 - 60% of students in grades K-5, who have not met benchmark, will increase one level (intensive to Strategic or strategic to benchmark) as assessed by DIBELS testing by March 1, 2009.

- By focusing on DIBELS benchmark in the earlier grades, this will increase the likelihood that student achievement on PACT will increase. By using DIBELS we will have an easy way to monitor academic progress and ongoing data to assist with intervention groups. Children who can read the words on grade level text fluently and accurately can more easily comprehend the meaning of what they are reading. This is also predictive of later reading proficiency and a good indicator of reading growth. DIBELS is an efficient and reliable indicator of a child's reading skill and indicates the development of phonological awareness by assessing the development of a child's phonemic segmentation skills.

Goal 2 - By March 1, 2009, 35% of students in each category, in grades 3-5, will increase one PACT level in the area of mathematics as measured by winter MAP testing.

- By improving one level in math, the student's skill level will positively impact math and possibly science achievement. MAP closely correlates to PACT so improvement on MAP will predict improvement on PACT.

Goal 3 - By March 1, 2009, 35% of students in grades 3-5 will increase one PACT level in the area of writing as measured by pre- and post-school wide writing prompts scored with the PACT rubric.

- By focusing on writing across the curriculum, our students will have to use more rigorous and higher level thinking skills. Hillocks writes, "The very act of writing and revising teaches us to identify and correct contradiction to refine and improve and clarify our thoughts to think." (Hillocks, 1987) Research indicates that improved writing will positively affect achievement scores in all academic areas.

Goal 4 - By March 1, 2009, students in grades CD-5 will increase the school's Average Daily Attendance (ADA) by 1% (from 95.3% to 96.3%)

- By focusing on attendance, our students will be in school more consistently and be present in class to learn what they need to reach their fullest potential. They will not have gaps in their learning caused by excessive absences. Regular attendance will instill the responsibility traits and a good work ethic that they will carry into jobs later in life.

# School Timeline

## Timeline for FSRP July 2008-May 2009

### July 2008

- All teachers new to Midland Park Elementary and selected others will receive training in 6+1 Writing Traits, FOSS Science kits, and Four-Blocks literacy model
- Place students in classes taking into consideration all testing data and other information such as IEPs/504s and language proficiency
- Set monthly attendance goal/ determine if attained at end of the month
- Materials will be ordered to support goals
- Develop master schedule
- All teachers will receive training in *Everyday Math*
- Provide a summer-planning day in order to prepare for expected implemented of goals and strategies

### August 2008

- Provide lists of students close to the next level to the 2008-09 teacher
- Analyze spring '08 PACT data and identify writing strand scores
- District Professional Development in 6+1 Traits of Writing and in rigor & relevance
- Implement daily read-a-loud program CD-5
- Implement self-selected reading program
- Implement SuccessMaker K-5
- Implement take-home reading program CD-2
- Continue implementation of 4-Blocks reading program
- Professional Development in ESOL and GT
- Begin weekly review of lesson plans
- Implement attendance procedures and incentives
- Implement *Everyday Math* program

## September 2008

- Fall MAP testing (reading, math, science)-grades 3-5
- Fall MAP testing (reading, math, language)-grade 2
- Fall MAP testing (reading, math)-grade 1
- First benchmark writing assessment scored with PACT rubric
- Writing focus trait addressed monthly in Teacher Curriculum Teams (TCT) meetings
- Monthly professional development (English-Language Arts, math, and science)
- Set monthly attendance goal/ determine if attained at end of the month
- Implement progress monitoring for ELA
- Implement fluency centers and *Reading Buddies* program
- Implement differentiation for GT and high achieving students
- Purchase and use additional SMART boards for math
- Implement math incentive programs
- Purchase literature supporting 6+1 Traits
- Begin monthly recognition of student writing
- Implement learning packet program for students withdrawing from school
- Begin attendance at TCT meetings
- Assist teachers in scoring writing benchmarks

## October 2008

- Complete all fall MAP testing
- Disaggregate and analyze MAP data-identify projected PACT levels and "bubble" students
- **DIBELS Benchmark Testing 1**
- Disaggregate and analyze 07-08 PACT data
- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- Set monthly attendance goal/ determine if attained at end of the month
- Review referrals for gifted and talented program

## **November 2008**

- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- District Professional Development
- Set monthly attendance goal/ determine if attained at end of the month

## **December 2008**

- Begin winter MAP testing (reading, math, science)-grades 3-5
- Begin winter MAP testing (reading, math, language usage)-grade 2
- Begin winter MAP testing (reading, math)-grade 1
- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric

## **January 2009**

- District Professional Development
- Complete winter MAP testing (reading, math, science, language usage)
- DIBELS Benchmark 2 testing
- Disaggregate and analyze MAP data-identify projected PACT levels and students close to the next level - identify gains and areas needing improvement
- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- Set monthly attendance goal/ determine if attained at end of the month
- Give quarterly, school wide writing benchmark and assess using PACT rubric

## **February 2009**

- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- Set monthly attendance goal/ determine if attained at end of the month
- Analyze data and draft documentation for satisfactory implementation of FSRP

### **March 2009**

- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- Finalize and submit documentation for satisfactory implementation of FSRP
- Draft 2009-10 FSRP and submit
- Give quarterly, school wide writing benchmark and assess using PACT rubric
- Set monthly attendance goal/ determine if attained at end of the month

### **April 2009**

- Spring MAP testing (reading, math, science)-grades 3-5
- Spring MAP testing (reading, math, language)-grades 2
- Spring MAP testing (reading, math)-grade 1
- Disaggregate and analyze MAP data-identify projected PACT levels and students close to the next level
- Writing focus trait addressed monthly in TCT meetings
- Assess focus writing trait at the end of the month using PACT rubric
- Set monthly attendance goal/ determine if attained at end of the month

### **May 2009**

- Set monthly attendance goal/ determine if attained at end of the month
- PACT grades 3-5

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1:** By April 1, 2009, 35% of students in grades 3-5 will increase one level in reading as measured from fall to winter on the MAP testing.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>1. Progress monitor weekly for intensive children, monthly for strategic children, and 3 times per year for benchmark children.</b>	<b>Instructional Resource Teacher/ Barbara Rabon</b>	<b>Oct. '08</b>	<b>Teachers will submit checklists weekly, monthly, and quarterly for students in grades 3-5 who are at corresponding levels of reading risk. The IRT and asst. principals will review these bi-weekly and discuss progress and options for additional support for these students. Barbara Rabon</b>
<b>2. Fluency centers will be implemented in each classroom in grades 3-5, recording children reading so they can hear themselves and others read and explore fluency building activities and materials.</b>	<b>Assistant Principal/ Brian Agnew and Dianne Benton</b>	<b>Oct. '08</b>	<b>The assistant principals will ensure that fluency centers are established in each 3-5 classroom. Administrators and IRT's will observe weekly to ensure that centers are being regularly used. Photos of fluency centers in use, purchase orders for tape recorders and sample lesson plans will provide additional documentation. Brian Agnew and Dianne Benton</b>
<b>3. Weekly <i>Reading Buddies</i> program will pair older and younger students or students within a class, to read to each other to support fluency and use Reciprocal Teaching strategies to enhance comprehension.</b>	<b>Fifth Grade Teacher/ Ashley Henson</b>	<b>Oct. '08</b>	<b>The principal will document achievement of this strategy through classroom rosters designating reading buddies review of lesson plans teaching reciprocal fluency, and photographs of reading buddies in action. Agendas and minutes from TCT and Leadership Team meetings reflecting discussion of Reading Buddies. Ashley Henson</b>
<b>4. Implement a daily read-a-loud program in 3<sup>rd</sup> - 5<sup>th</sup> grade.</b>	<b>Instructional Resource Teacher/ Christina Mattioli</b>	<b>Aug. '08</b>	<b>The administrators and IRT will review lesson plans. Daily schedules and plans will reflect read-a-loud activities. Read-a-loud selections for each grade level will be suggested by the IRT and media specialist. Agendas and minutes from Professional Development days, and TCT and Leadership Team meetings</b>

			reflecting discussion of read-a-loud activities will provide additional documentation. Christina Mattioli
<b>5. Implement self-selected reading program in all 3-5 classes including comfortable reading areas, labeled book baskets, and <i>Accelerated Reader Enterprise</i>.</b>	<b>Assistant Principals/ Dianne Benton and Brian Agnew</b>	<b>Aug. '08</b>	The assistant principals will ensure that a comprehensive self-selected reading program is implemented in all 3-5 classrooms. They will document achievement of this strategy through administrative observations, written feedback, environmental checklists, AR records, and Media Center checkout data. This will also be documented in daily classroom schedules. Dianne Benton and Brian Agnew.
<b>6. Fully implement <i>SuccessMaker</i> in grades 3-5.</b>	<b>Assistant Principals/ Brian Agnew and Dianne Benton</b>	<b>Aug. '08</b>	The assistant principals will ensure full use of Successmaker through bi-weekly administrative review of Successmaker reports, review of lesson plans and teacher schedules, and written feedback on classroom observation forms.
<b>7. Fully implement 4-Blocks ELA program. Provide professional development for all teachers in grades 3-5.</b>	<b>Principal/Robert Candillo</b>	<b>Aug. '08</b>	The principal will assess teacher mastery of 4 blocks ELA through classroom observations and surveys. He will provide necessary PD. The principal, assistants, and the IRTs will provide follow-up observations and teacher feedback. Daily lesson plans and schedules will reflect the 4-Blocks model, and will be reviewed weekly by administrators and IRTs. Robert Candillo
<b>8. Professional development will be provided for teachers and assistants of grades 3-5 in meeting the needs of ESOL students. 15 staff members will complete initial courses in ESOL certification.</b>	<b>Assistant Principal and Lead ESOL Teacher/Brian Agnew and Helen Reid</b>	<b>Aug. '08</b>	The assistant principal will organize and ensure presentation of ongoing PD in meeting the needs of ESOL students. He will document implementation of this strategy with agendas, handouts, and evaluations from professional development activities and writeups from follow-up observations. Useful websites and ESOL tips will be added to the Staff Weekly Updates sent out via e-mail. Purchase order for registration and attendance roster from course will document participation in ESOL course. Brian Agnew and Helen Reid.
<b>9. The master schedule will reflect at least 60 minutes of uninterrupted time for ELA instruction in grades 3-5.</b>	<b>Principal/Robert Candillo</b>	<b>Aug. '08</b>	The principal will document achievement of this strategy with a copy of the master schedule and the teachers' daily schedules. Administrative observations will ensure it is being followed. Robert Candillo
<b>10. Lesson plans will reflect at least one reading homework assignment daily M-F.</b>	<b>Principal/Robert Candillo</b>	<b>Oct. '08</b>	The Leadership Team will document achievement of this goal through administrative review of lesson plans and random review of student reading logs. Robert Candillo, Dianne Benton, Brian Agnew, Christina Mattioli, and Barbara Rabon.



<b>11. Implement strategies to target improved achievement for gifted and talented, other high achieving students. A part-time Proficiency Specialist will be hired to accelerate average student performance.</b>	<b>Leadership Team/Robert Candillo Proficiency Specialist/Karen Reed</b>	<b>Oct. '08</b>	<b>The Proficiency Specialist will document achievement of this strategy through lesson plans that reflect differentiation of activities for average and high achieving students. Administrators will review teachers' lesson plans weekly and provide written feedback. Karen Reed and Robert Candillo.</b>
<b>12. Continue reduced class size for ELA for grades 3-5.</b>	<b>Principal/Robert Candillo</b>	<b>Aug. '08</b>	<b>The principal will document reduced ELA class size through BEDS code reports, the budget, and SASI data. Robert Candillo</b>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, 35% of students in grades 3-5, will increase one performance level in the area of mathematics as measured by a comparison of fall to winter MAP testing.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>1. Adopt a new math series Everyday Math to provide students with a more rigorous, hands-on, spiraling instruction and content to all students in 3-5<sup>th</sup> grades). All necessary materials will be purchased.</b>	<b>Leadership Team</b>	<b>Aug. '08</b>	<b>Achievement of this strategy will be documented by purchase orders, administrative observations and lesson plan reviews indicating use of new series. Agendas and minutes of TCT and Leadership Team meetings will further document implementation. Robert Candillo</b>
<b>2. Provide ongoing professional development focusing on Everyday Math Series.</b>	<b>Principal/Robert Candillo</b>	<b>July '08</b>	<b>The principal will document achievement of this strategy through agendas, handouts, and evaluations from professional development, as well as administrative walk-through observations focusing on Everyday Math. Robert Candillo</b>
<b>3. Purchase and utilize additional technology, such as SMART Boards, document cameras, and Senteos to increase use of interactive</b>	<b>Principal/Robert Candillo</b>	<b>Oct. '08</b>	<b>The principal will purchase additional technology and monitor usage through administrative observations. He will document provision of PD in their use through ERO data, agendas, handouts and PD evaluations.</b>

manipulatives and student engagement in mathematics. Professional development will be provided as necessary			Robert Candillo
4. Create and implement math incentive programs that incorporate PASS-like math questions and vocabulary.	Media Specialist/ Juliann Terrell	Oct. '08	The Media Specialist will document achievement of this strategy through use of the MPES News Show and/or Community Challenge bulletin boards. Grade appropriate PASS-like questions will be displayed for students to answer and teachers to review as a way to ensure coverage of PASS-like materials. A reward system will be created, monitored, and documented by the Media Specialist. Juliann Terrell
5. The number of students being pulled out (HOSTS, resource, ESOL, etc.) during instructional time will be reduced by 40%.	Assistant Principal/Brian Agnew	Aug. '08	HOSTS will be eliminated for 2008-09 to reduce pull-out services. Also, an inclusion model will continue to be implemented whenever possible for students receiving special services such as ESOL, Speech, or Resource. Schedules and student rosters will provide documentation. Brian Agnew, Jeneane Grace, and Helen Reid
6. Implement a daily Math Message/Minute Math program in grades 3-5.	Principal/Robert Candillo	Sept. '08	The principal will document achievement of this strategy through administrative observations reflecting Math Message/Minute Math usage. Robert Candillo
7. Implement a math facts awards program.	IRT/Christina Mattioli	Nov. '08	The IRT will document achievement of this strategy through monthly recording sheets for math facts mastery. Photos of centers, awards charts, etc. will also serve as documentation. Christina Mattioli
8. Implement strategies such as $M^3$ , $M^2$ , and <u>Everyday Mathematics</u> to target improved mathematics achievement for average and high achieving students.	Proficiency Specialist and Principal/Karen Reed and Robert Candillo	Sept. '08	The Proficiency Specialist will document achievement of this strategy through lesson plans that reflect differentiation of activities for average and high achieving students. Administrators will review teachers' lesson plans weekly and provide written feedback. Administrative observations will document implementation of <u>Everyday Mathematics</u> . Teacher Schedules will reflect 1 hour of uninterrupted math instruction daily. Karen Reed and Robert Candillo.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3:** By April 1, 2009, 80% of students in grades 3-5 will increase one point in writing as measured by fall to spring school wide writing prompts, using a 4 point scale and the South Carolina Writing Rubric .

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>1. Benchmark writing assessments will be given quarterly in grades 3-5 and scored using the 15 point SC Writing Rubric.</b>	<b>Instructional Resource Teachers / Barbara Rabon and Christina Mattioli</b>	<b>Oct. '08</b>	<b>The IRTs will document achievement of this strategy through creation of charts and graphs which monitor student progress on quarterly writing benchmarks. School calendar will reflect dates of benchmark assessments. Barbara Rabon and Christina Mattioli</b>
<b>2. Provide professional development for 6+1 Writing Traits.</b>	<b>Instructional Resource Teachers / Barbara Rabon and Christina Mattioli</b>	<b>Oct. '08</b>	<b>The IRTs will document achievement of this strategy through compiling of agendas, sign-in sheets, handouts, evaluations, and monthly writing packets. They will also compile administrative observations and sample lesson plans that focus on writing and implementation of 6+1 Traits. Barbara Rabon and Christina Mattioli.</b>
<b>3. Purchase children's literature and teacher resource books to support teaching and implementation of the 6+1 Traits.</b>	<b>Media Specialist/ Juliann Terrell</b>	<b>Oct. '08</b>	<b>The media specialist will document achievement of this strategy through purchase orders which support acquisition of 6 traits books. Juliann Terrell</b>
<b>4. Increase prime instructional time for writing by reducing the number of students being pulled out of class.</b>	<b>Assistant Principal/Brian Agnew</b>	<b>Aug. '08</b>	<b>HOSTS will be eliminated for 2008-09 to reduce pull-out services. Also, an inclusion model will continue to be implemented whenever possible for students receiving special services such as ESOL, Speech, or Resource. Schedules and student rosters will provide documentation. Brian Agnew, Jeneane Grace, and Helen Reid</b>
<b>5. Lesson plans will reflect at least one writing activity daily (3-5).</b>	<b>Leadership Team/Robert Candillo</b>	<b>Sept. '08</b>	<b>The Leadership Team will document achievement of this strategy by compiling weekly reviews of lesson plans which reflect writing assignments and by documenting periodic review of selected student writing folders with written feedback to teachers. Robert Candillo, Dianne Benton, Brian Agnew, Christina Mattioli, and Barbara Rabon</b>

6. Students will complete at least one weekly homework assignment in writing.	Principal/Robert Candillo	Sept. '08	The principal and Leadership Team will monitor implementation of this strategy through by compiling weekly reviews of lesson plans which reflect writing homework assignments. Writing homework assignments may be cross-curricular. Robert Candillo
7. The school will recognize student writing by classroom and hallway displays, by hosting an Authors' Night, and by creating an in-school literary magazine.	Parent Educator and Volunteer Coordinator/Etta Ferguson	Oct. '08	Etta Ferguson will document achievement of this strategy through photographs of writing displays, agendas and photographs of Authors' Night, and copies of the literary magazines. Etta Ferguson

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 4:** By March 1, 2009, students in third through fifth grade will increase their Average Daily Attendance (ADA) by 1% (from 95.3% to 96.3%).

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Develop and implement procedures that target students who are consistently absent or tardy.	Guidance Counselor and Parent Educator/ Wendy Gainey and Etta Ferguson	Sept. '08	The Counselor and Parent Educator will document achievement of this strategy through copies of written procedures for consistently absent and tardy students, minutes reflecting dissemination to leadership team and all teachers, and evidence of enhancement to parent call-out system. Notes from attendance conferences and other parent meetings will provide further documentation. Wendy Gainey and Etta Ferguson
2. Implement classroom incentives such as "POPSICLE PARTY" that will reward exemplary attendance for each homeroom.	Student Data Clerk/ Ramona Moultrie	Oct. '08	The Student Data Clerk will document achievement of this strategy by providing records of classes who have met attendance goals and photographs of bulletin boards/displays recognizing exemplary attendance, photographs of incentive celebrations, programs from assemblies, and school newsletters. Ramona Moultrie

<b>3. Establish monthly family, and parent incentives for exemplary attendance and lack of tardiness along with acknowledgement in the monthly school newsletter.</b>	<b>Parent Educator and Student Data Clerk/ Etta Ferguson and Ramona Moultrie</b>	<b>Oct. '08</b>	<b>The Parent Educator will document achievement of this strategy with sign-in logs for any school sponsored incentives and copies of the school newsletter listing incentive winners for exemplary attendance and students with no tardies. Etta Ferguson and Ramona Moultrie</b>
<b>4. Provide parents with on-going workshops that support core concepts of improved attendance.</b>	<b>Parent Educator and Guidance Counselor/Etta Ferguson and Wendy Gainey</b>	<b>Sept. '08</b>	<b>The Parent Educator and Guidance Counselor will document achievement of this strategy by providing agendas, hand-outs, and sign-in sheets for parent attendance workshops. Etta Ferguson and Wendy Gainey</b>
<b>5. Implement a learning packet program for students in grades 3-5 who will be withdrawn from school for an extended period of time. (Many of our Hispanic families move to Mexico during the winter and return in the spring.)</b>	<b>ESOL Lead Teacher/ Helen Reid</b>	<b>Nov. '08</b>	<b>Helen Reid will document achievement of this strategy by providing copies of learning packets for each grade level. As a part of withdrawal procedures parents will sign that they have received a packet and will do their best to ensure student completion before returning. Helen Reid</b>
<b>6. ADA% will be posted after 10:30 a.m. each morning in the front lobby and other common areas. Monthly ADA% will be published in the newsletter.</b>	<b>School General Clerk and Student Data Clerk/ Stacy Canter and Ramona Moultrie</b>	<b>Sept. '08</b>	<b>Ramona Moultrie will pull ADA% each morning after 10:00 a.m. and e-mail to Stacy Canter. Stacy Canter will post the percentage in the front lobby and other common areas for parents and community members to view. Stacy Canter will file daily percentages. As well, ADA% will be published in the monthly newsletter. Leadership Team minutes will reflect discussion of attendance strategies and review of data at least monthly. Stacy Canter and Ramona Moultrie</b>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Principal's Instructional Leadership Goal 1: The principal will improve instruction by ensuring that all teachers in grades 3-5 demonstrate mastery of analysis, and use of PACT, MAP, and writing benchmark data. 35% of students will increase one performance level as measured by fall to winter MAP for reading and math. 80% of students will improve at least one point in writing as measured by fall to spring writing benchmarks scored with the 4 point South Carolina Writing Rubric.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. Develop a year-long schedule and criteria for weekly lesson plan collection in order to effectively review a portion of the staff each week.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>The principal will develop (in conjunction with other administrators) a specific schedule and criteria sheet for lesson plan review which will be maintained in the Main Office. Teachers will be provided with written lesson plan feedback from an administrator. Robert Candillo</b>
<b>2. Develop a schedule and criteria to implement quarterly, individual conferences where teachers will demonstrate mastery of data dis-aggregation and use of data in instructional planning.</b>	<b>Principal/ Robert Candillo</b>	<b>Oct. '08</b>	<b>Schedule of conferences, criteria sheets, meeting minutes, and signature sheets will be maintained by administrators as quarterly meetings occur. Robert Candillo</b>
<b>3. Provide regular, on-going professional development regarding analysis of data through TCT meetings.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>Administrators will attend weekly TCT meetings and ensure that appropriate professional development is provided. TCT professional development will be documented through agendas, minutes, and handouts. Robert Candillo</b>
<b>4. Implement Data Driven Decision Days for the 08-09 school year and assign dates to the master calendar.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>Administrators will document achievement of this strategy by compiling plans, agendas, sign-in sheets, and minutes for meetings . They will also arrange substitutes to enable teachers to take quarterly half days for Data Driven Decision Days . Master calendar will reflect Data Days. Robert Candillo</b>
<b>5. Continue to provide teachers and Leadership Team with summary data as soon as it is made available to the school.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>The principal will document achievement of this strategy by logs of data dissemination and distribution as well as opportunities to review data. Robert Candillo</b>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will assist in the development of a differentiated and focused school-wide professional development plan that will support a focus on mathematics, reading, and writing, which will facilitate the achievement of the goals stated in the school-wide Focused School Renewal Plan. This goal will be measured by 35% of students in grades 3-5 increasing one performance level as measured by fall to winter MAP for reading and math**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. Create a focused and differentiated professional development plan including: <i>Everyday Mathematics</i>, 4-Blocks, 6+1 Traits, identification and differentiation of instruction for high achieving and ESOL students.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>The principal will work with the Leadership Team to create the PD plan for the year. Copies will be distributed to each faculty member. The principal will compile agendas, handouts, evaluations, and follow-up observations supporting implementation of this strategy. Robert Candillo</b>
<b>2. In fall and spring assess staff members regarding needs for professional development.</b>	<b>Principal/ Robert Candillo</b>	<b>Aug. '08</b>	<b>The IRTs will document achievement of this strategy through compiling copies of self-assessments for PD needs. Robert Candillo</b>
<b>3. Allocate funds that will allow for implementation of professional development items addressed in the focused PD plans.</b>	<b>Principal and Secretary-Bookkeeper/ Robert Candillo and Arcenia Gibbs</b>	<b>Sept. '08</b>	<b>The principal will document achievement of this strategy through compiling budget sheets and account details. Robert Candillo and Arcenia Gibbs</b>
<b>4. Allocate resources to implement classroom libraries, <i>Everyday Mathematics</i>, and reading, math, and attendance incentive programs.</b>	<b>Principal and Secretary-Bookkeeper/ Robert Candillo and Arcenia Gibbs</b>	<b>Sept. '08</b>	<b>The principal will document achievement of this strategy through compiling budget sheets and account details. Robert Candillo and Arcenia Gibbs</b>
<b>5. Allocate resources to enhance Media Center collection and upgrade school wide technology.</b>	<b>Principal and Secretary-Bookkeeper/ Robert Candillo and Arcenia Gibbs</b>	<b>Sept. '08</b>	<b>The principal will document achievement of this strategy through compiling budget sheets and account details. Robert Candillo and Arcenia Gibbs</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 3:** By April 1, 2009, the principal will improve writing instruction in grades 3-5 as measured by 80% of students in grades 3-5 improving at least one point in writing as measured by fall to spring school wide writing prompts scored by the 4 point scale of the SC Writing Rubric.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>1. Provide quarterly benchmark writing assessment periods.</b>	<b>Principal/ Robert Candillo</b>	<b>Oct. '08</b>	<b>The IRTs will document achievement of this strategy by keeping a quarterly log of all focused writing benchmark dates and times, and copies of each benchmark assessment. Robert Candillo</b>
<b>2. Attend TCT meetings and assist teachers in the scoring of quarterly writing assessments to determine mini-lessons that need to be taught in the upcoming quarter.</b>	<b>Principal/ Robert Candillo</b>	<b>Sept. '08</b>	<b>The IRTs will document achievement of this strategy by sign in sheets, agendas, and handouts for TCT meetings. Reviewed benchmark assessment samples will be kept by the principal, along with instructional calendars.</b>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, the Assoc. Superintendent will ensure effective implementation of best practices in reading, writing, and math instruction as measured by improvement in fall to winter scores in these areas for grades 3-5 at Midland Park Elementary. 35% of students in grades 3-5 will increase one MAP level in reading and math. 80% of students in grades 3-5 will increase one point in writing as measured by fall to spring school wide writing prompts measured by the South Carolina Writing Rubric.

<b>Strategy</b> <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	<b>Person(s) Responsible</b> <i>(Position/Name)</i>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1.The academic support team will conduct periodic classroom observations looking for implementation of best practices in reading, writing, and math and provide specific feedback to school administration	Associate Supt. and Academic Support Team	09/2008	The Academic Support Team, composed of the Associate Superintendent, learning specialist, and instructional coordinators, will conclude each school visit with a debriefing with the principal and leadership. Documentation will consist of observations and summaries meeting minutes. Dr. Vashti Washington
2. The Associate Superintendent will meet quarterly with school administration to review progress on the FRSP.	Associate Superintendent	10/2008	The Associate Superintendent will schedule quarterly meeting with the principal to review data, discuss FSRP timeline implementation, and structure any necessary district supports to meet FSRP achievement goals. Calendars and meeting summaries will be used for documentation. Dr. Vashti Washington
3. The Associate Superintendent will ensure that early release days are provided for professional development sessions using Best Practices for improvements in reading instruction.	Academic Support Team, Teacher Coach, Principal and Assistant Principal	09/2008	The Assoc, Supt. Will ensure that the academic support team provides onsite professional development using Best Practices for improvements in reading instruction. She will compile documentation including PD agendas, handouts, evaluations, and follow-up observations by the academic support team. Dr. Vashti Washington
4.Provide peer observations with high performing teachers or national board certified teachers.	Principal, Academic Support Team	10/2008	The Assoc. Supt. will provide the opportunity for Midland Park teachers to observe high performing colleagues from neighboring schools. She will require documentation of learning from each observation Dr. Vashti Washington
5.Provide assistance with analysis of data and program effectiveness as needed.	Academic Support Team IRTs Principal	10/2008	Members of the Academic Support Team will meet with IRTs, and administrators at least quarterly to review data related to FRSP goal achievement and advise on program considerations as needed. Dr. Vashti Washington

	Asst. Principals		
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## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, the Associate Superintendent will have coordinated and implemented professional development in writing for Midland Park in the Cooper River Learning Community. The professional development will result in at least 80% of students in grades 3-5 will increase at least a one rubric points on fall to spring school wide writing benchmarks scored with the four point scale of the South Carolina Writing rubric.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The Associate Superintendent along with the assistance of the academic support team will ensure quality professional development in writing for 08-09.	Associate Supt and Academic Support Team	08/2008	The Assoc. Supt. will collect documentation that the Academic Support Team has met with the leadership team at Midland Park Elementary to plan the delivery of quality professional development in writing for the 08-09 school year. She will monitor PD by attending when possible and by regularly reviewing PD data.  Dr. Vashti Washington
2. Monitor Midland Park progress in writing improvement by reviewing quarterly writing prompt results with Academic Support team, principal and school leadership team	Assoc. Supt., Academic Support Team, Principal, Assistant Principals, and IRTs	09/2008	The Assoc. Supt. will ensure that the Midland Park Leadership Team, along with the Academic Support Team meet at least quarterly to review progress on FRSP writing goal as measured by quarterly writing samples. She will compile meeting agendas and minutes.  Dr. Vashti Washington
3. The school will develop quarterly benchmark assessments in writing with assistance from academic support team.	Associate Superintendent, Academic Support Team	10/2008	District level benchmark assessments will be provided for writing.  Dr. Vashti Washington
4. Provide assistance with analysis of data and program effectiveness as needed.	Associate Superintendent, Academic Support Team, School Leadership Team	9/2008	Learning Specialist and Instructional coordinators will meet with TCT's school leadership Team at least quarterly to monitor FRSP writing goal achievement and advise on program considerations. Documentation will include: agendas, minutes, conference notes, and calendars.  Dr. Vashti Washington

5. The Associate Superintendent will ensure that school, community or district recognizes accomplishments in student writing through County Board meetings, Constituent Board meetings, school newsletters, school contests, PTA meetings or the media.	Associate Superintendent	10/2008	The Associate Superintendent will recognize student writing at Board Meetings and through area newsletters and the media.  Dr. Vashti Washington
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# **FOCUSED SCHOOL RENEWAL PLAN**

## **2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**6+1 Traits-** The 6 + 1 Writing Traits Model gives students and teachers a common language for talking about writing. The 6+1 Trait components are the foundation for writing assessment model and the basis for the descriptive criteria we use to define the qualities of good writing at different levels of achievement.

**Academy of Reading (AOR)** - A powerful intervention software solution that helps at-risk students achieve rapid, permanent gains in reading. The Academy of READING uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.

**Average Daily Attendance (ADA)** - Average daily number of students present at school each day of the week.

**Charleston County School District (CCSD)** - Charleston County School District is divided into eight (8) Constituent Districts, as illustrated below. Combined, all eight districts educate approximately 48,500 PK-12 students in 41 Elementary Schools, 13 Middle Schools, 8 High Schools, 12 Magnet Schools (applications are required), 7 Charter Schools, and 7 Programs.

**Child Development (CD)** - Pre-kindergarten or 4-year-old all day program.

**Coherent Curriculum (CC)** - The Coherent Curriculum is a clear, understandable outline of the material students should master at each grade level and for each course. The Coherent Curriculum is designed to make sure that all schools are teaching the South Carolina standards. It also helps keep students on track when they are moving between schools.

**Core Team-** A school-based group of educators (and parent/s of the referred student) that meet together to analyze data regarding students' academic or behavioral needs. Based on collected data, this team plans and implements interventions for individual students as well as groups of students referred by the classroom teacher.

**Developmental Reading Assessment (DRA)** - Provides teachers with a method for assessing and documenting primary students' development as readers over time within a literature-based instructional reading program.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** - A set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

**English Language Development Assessment (ELDA)** - ELDA is a battery of tests designed to allow schools to measure annual progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12.

ELDA measures both academic and social language proficiency in the four domains of language, listening, speaking, reading, and writing. They are tests of language skills and content drawn from age-appropriate school curricular and non-curricular sources. They are not tests of academic content; in other words, no external or prior content-related knowledge is required to respond to the test questions.

**English for Speakers of Other Languages (ESOL)** - A push-in/pull-out program for students that are learning the English language. The goal of the ESOL program is for students to exit the program with a high proficiency level in English and with the ability to understand and adapt to different cultures and become productive members of society.

**Extended Leadership Team (ELT)** - School level team comprised of the principal, assistant principals, teacher coaches, and grade level/department chairs.

**Helping One Student To Succeed (HOSTS)** - The HOSTS Structured Mentoring Program in Language Arts is a nationally recognized program that pairs a student who needs help in reading and language arts with a community member who wants to make a difference in a student's life. With help from volunteer mentors, students receive the extra attention and encouragement they need to become better students. Midland Park Elementary School's HOSTS program is focused on helping third-fifth grade students in reading and language arts. Mentors come to HOSTS one hour a week and work with the same student for 45 minutes. All the materials are prepared for the mentor, and the HOSTS teacher is always with the mentors during HOSTS to support and assist them.

**Measure of Academic Progress (MAP)** - MAP tests measure academic growth over time, independent of grade level or age. MAP tests are state-aligned computerized adaptive assessments that provide accurate, useful information.

**NorthWest Evaluation Association (NWEA)** - The Northwest Evaluation Association, a non-profit organization, engages in ongoing, supportive relationships with partnering school districts and education agencies throughout the United States. With more than 3000 partner districts, NWEA fosters a community of educators that is dedicated to improving teaching and learning. NWEA provides products and services to measure and promote academic student growth and school improvement. These include accurate assessments, timely reporting, practical classroom resources, and ongoing professional development.

**Palmetto Achievement Challenge Test (PACT)** - The Palmetto Achievement Challenge Tests (PACT) is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies. The PACT items are aligned to the South Carolina curriculum standards developed for each discipline. An accountability system and a statewide test, such as the PACT, are mandated by the South Carolina Education Accountability Act of 1998 and the federal No Child Left Behind Act of 2001 (NCLB).

**Reading Buddies**- Partnerships between younger and older students and/or between higher and lower level readers. These partnerships are formed to hopes of promoting a love of reading and increasing fluency and comprehension.

**Reciprocal Teaching Strategies**- Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this

dialogue. The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

**School Improvement Council (SIC)** - South Carolina initiated School Improvement Councils through legislation as a means of assuring the influential voice of parents and community members in the education of their children. Four pieces of legislation have affected School Improvement Councils, their roles and responsibilities, and the growing importance in SC education improvement efforts. Roles include participating in strategic planning, assistance in implementing and evaluating the plan, and participation in writing the School Report Card narrative. Councils also identify other efforts to participate to increase student achievement in the schools.

**Strategic Measurable Attainable Results-oriented Time Bound (SMART)** - A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

**Teacher Curriculum Team (TCT)** - Charleston County School District mandated meetings facilitated by the teacher coach. Weekly meetings are held to assist in the implementation of the Coherent Curriculum, use student data to plan differentiated instruction, and assist teachers' in reflection of instructional practices.